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ABSTRACT

Developed to help promote career education in the classroom, this resource guide can be used by teacher educators, consultants, and workshop leaders in introducing career education to teachers. The first section introduces the contents and concepts of the material in the guide. Section II concerns establishing a relationship with a local school district, while section III presents a brief discussion of how basic ideas interact with one another in the curriculum development process. Suggestions for organizing and conducting workshops are included in sections IV and V. Section VI suggests answers to frequently asked questions and section VII identifies materials and sources available to school districts. Additional sections relate to: (1) parent involvement, (2) subject matter skills, (3) world of work activities, and (4) humanizing the curriculum. This resource guide was prepared by the Able Model Program in cooperation with the state department of education. (JS)

ED 067487

INTRODUCING CAREER EDUCATION TO TEACHERS

A
Handbook
for
Consultants,
Workshop Leaders,
and
Teacher Educators

VT 016 537

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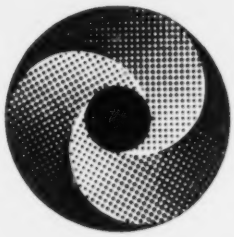

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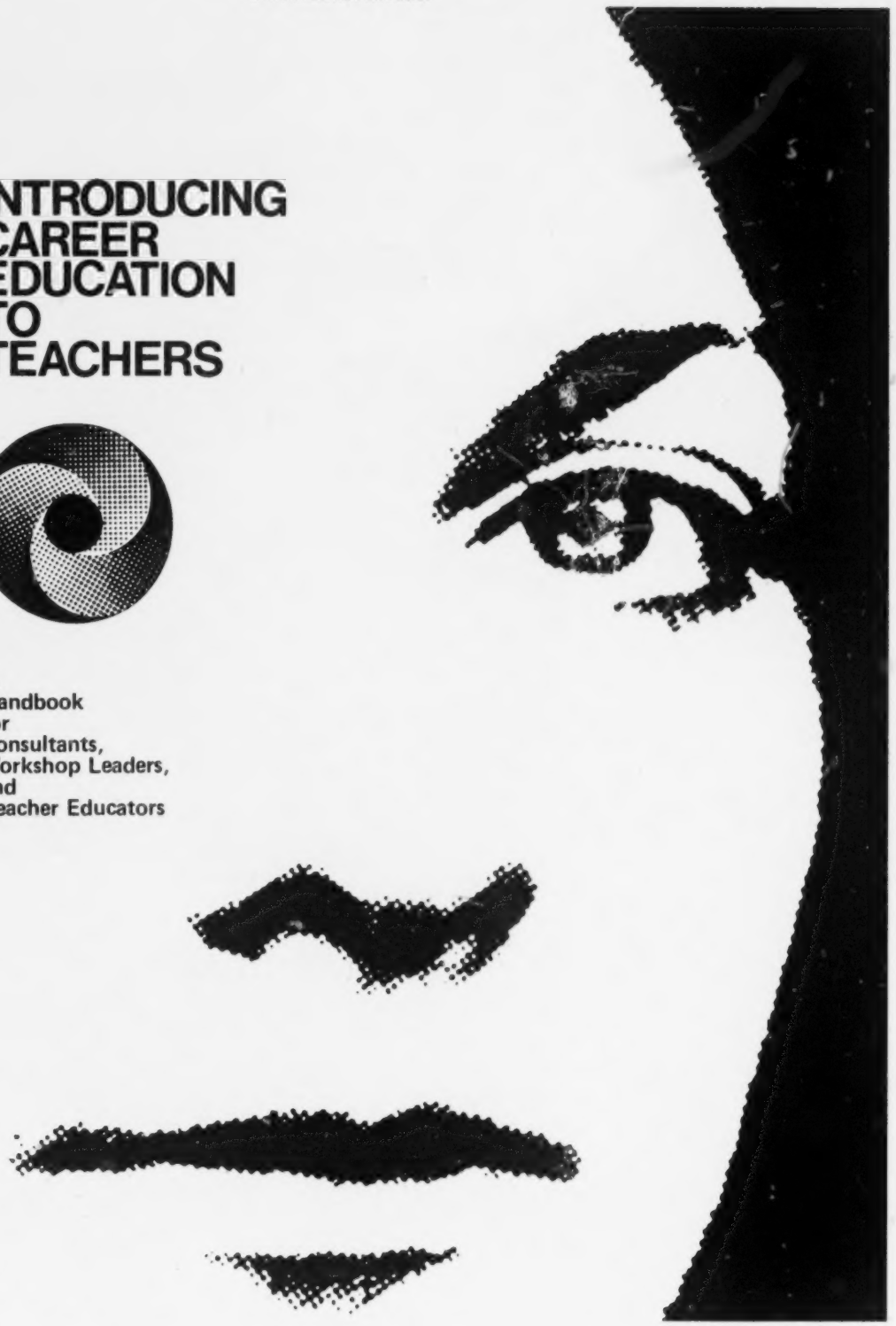

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INTRODUCING CAREER EDUCATION TO TEACHERS: A HANDBOOK FOR CONSULTANTS, WORKSHOP LEADERS, AND TEACHER EDUCATORS

Prepared by
ABLE MODEL PROGRAM
Northern Illinois University
DeKalb, Illinois 60115

in cooperation with
The Division of Vocational/Technical Education
Board of Vocational Education and Rehabilitation
State of Illinois

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I

INTRODUCTION

This is an ideational handbook, designed to help educational leaders organize ideas for introducing career education to teachers. The person introducing these concepts should use a teacher-oriented approach and convey, by word and feeling, an empathy for the work environment and for the potential artistry of the practicing teacher. We believe that career education is *good* education and that career education teaching is *effective* teaching.

This package of materials can also help consultants and workshop leaders plan introductory activities for groups of teachers. What follows is not an overview of the field of career education, but rather a resource to be utilized so that each participating teacher can be sufficiently informed to begin at least one career development activity in his own classroom. Our strategy is to cultivate interest in *doing* career education with children.

Teacher educators will be able to use this package to plan units, workshops, or mini-courses to introduce career education activities to undergraduate or graduate students; but because this is a guide, not a program,

bibliographies, tests, and other traditional college teaching materials are not included. We assume our leaders have studied background material about career development and have expertise in instructional management. Course outlines and text-type material may be developed at a later time if a need is indicated.

We have put the package together as a looseleaf notebook so that individual pages or sections can be lifted out as needed. Separate pages can be used with an opaque projector for more effective presentations. They can also be used to make transparencies or be reproduced for worksheets.

Section II concerns how to set up a relationship with a local school district. It also identifies specific, practical curriculum development activities. This discussion is put first because project staff from ABLE have found it important to set ground rules for their relationship as "outside change-agents." Identification of basic responsibilities of personnel and agencies always helps to foster effective cooperative endeavors.

Section III is a brief discussion of basic ideas developed by ABLE Model Program. Content and strategy are indicated, thus including the reason why an idea can be helpful along with the idea itself. Good ideas are plentiful in the field of education, but they alone are not enough. How ideas interact with one another and how

they take shape through the planning and performance of the teacher are key elements in the process of curriculum development.

Section IV offers a sample plan for conducting a workshop and discusses different types of tasks for participants. Commitment to a career development program will come only after involvement, with the realization that *"I can"* is possible.

Section V indicates how interests and concerns of workshop participants may be drawn upon to generate increased motivation and effort. Experience has shown that personal hidden agendas are always present for some members of any group, and often these must be met before group concerns can be dealt with productively.

Section VI suggests answers to a few questions that seem to be asked most frequently. Perceptions of the material presented will always differ, of course, and will depend upon the background of the participants, but a few common elements seem to reoccur. Study of these concerns before a presentation can contribute to a more confident and active interaction with the group.

Section VII covers materials and resources available to school districts. Since the participants must generate their own programs to meet their own local needs, leaders must be prepared to help people learn to help themselves.

The last section indicates an approach for use in situations where definite visible activity is expected or demanded by administration. The elements suggested can yield tangible and meaningful results.

Project staff for the year 1971-72 academic year were:

Mrs. Carol Allen
Mrs. Mary Anne Boies
Mr. Jerrold McLaughlin
Mr. Charles Pryor
Mrs. Judith Starks
Miss Mary Stell
Mrs. Becky Stueben
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Dr. Walter Wernick
Project Director
815-753-1959

II

ESTABLISHING A RELATIONSHIP

A productive relationship with a school district or with a group must be carefully planned in advance. Suggestions are made below for three areas of planning:

1. Contact key people.
   a. Principal
   b. Teachers at primary, intermediate, and upper instructional levels
   c. Superintendent
   d. Guidance representative
   e. Curriculum director

2. Clarify target objectives with administrative leaders.
   a. Do not promise miracles for development of staff morale or academic achievement as measured by standardized tests. Introduce *ideas*, not a program. Keep discussion specific and activity-centered.
   b. Arrange short time periods to occur between the informational workshop meeting and instructional activity.
   c. Discuss the study of *teaching* rather than the experimental manipulation of children. Activities are to improve *teaching;* the child will not suffer in any way.
   d. Stress that support for the teacher's practical needs can be easily obtained. Forms, strategies, and other aids can be utilized to encourage individual activity and then develop it into a system-wide program. The inductive approach is a legitimate and effective approach.
   e. Do not make promises to secure special funds to plan or operate a new program. Work within existing (or planned structures) and try to get acceptance of the new movement within the ongoing curricular frame. School districts must see career education as a basic, integrated program; not as a supplemental or enrichment activity.

3. Check physical arrangements for their effects upon working teachers.
   a. Use time during school day, if possible.
   b. Coffee and/or refreshments always help set a positive mood.
   c. Avoid Fridays and days immediately preceding or following vacations.
   d. Work within regular in-service afternoons and institute programs whenever available
   e. Plan follow-up visits and ask for tangible evidence of local effort.

The following guide may be helpful in detailing responsibilities. Additional copies are available from ABLE project files.

Northern Illinois University

The World of Work as an Organizing Center
for the Curriculum of the Elementary School
Dr. Walter Wernick, Project Director
DeKalb, Illinois 60115
815-753-1959

ESTABLISHING A COOPERATIVE RELATIONSHIP

I. What can *ABLE Model Program* do for school districts?

1. initiate career education activities
   a. personal contact
   b. small group meetings
   c. newsletter
   d. project materials

2. allow for demonstration of exemplary activities
   a. consultants
   b. audio-visual materials
   c. display supplies

3. coordinate services from other agencies
   a. assistance for special workshops
   b. extension courses from Northern Illinois University

4. act as a clearinghouse for state and national career education projects

II. What can *ABLE* and the school district do cooperatively?

1. plan the nature and extent of the commitment to career education

2. provide an information system whereby professional staff learn how to implement career development activities

3. support instructional innovations of teachers

4. provide materials for a display center

5. encourage the development of talent for use within and out of the school district

6. gather feedback from participating teachers for use in the development of *ABLE Model Program* and for the planning of local programs

III. What can the school district do?

1. provide administrative support for teacher involvement

2. select a coordinator, or project manager, from within the school district

3. set aside time for meetings

4. provide space for *ABLE* materials and meetings

5. communicate with parents and community about the nature of career development activities

6. evaluate the program according to local goals

IV. What can the Project Manager do?

1. plan goals based upon local needs

2. identify interested professional staff

3. organize small groups for discussion of instructional activities

4. inform administrative personnel of project activities

5. inform *ABLE* staff of current activities and plans

6. initiate a written communication system amongst project teachers (or incorporate in a newsletter)

7. disseminate materials and ideas from *ABLE Model Program*

8. arrange for time and space for individuals and small groups to meet with *ABLE* staff

9. evaluate the roles of individuals within the project in relation to project goals

10. furnish written reports describing the above

III

KEY CONCEPTS

This section presents ideas for planning in preparation for an initial discussion of career education, which should produce further interest leading to other workshops, demonstrations, or in-service activities. General suggestions for a presentation are given below, followed by sub-sections giving possible content materials for discussion. The first sub-section explains the *organizing center* concept; the second gives suggestions for the development of *interviewing* skills, which are of central importance in the program; the third section presents ideas for making *field trips* more effective; and the fourth presents two sample plans: *THE BAKERY* and *THE SCHOOL*.

When the time for your meeting arrives, introduce yourself, your role, and your mission; then present a few seed ideas. Build concepts of teachers *planning*, teachers *performing*, and teachers *evaluating*, but avoid abstractions, theories, and sweeping generalizations. Describe how you see effective teaching by telling stories about what teachers have done. Be subjective, but stay on the subject. Do not volunteer your stand on the open classroom, team teaching, differentiated staffing, and other such emotionally laden topics. Present your ideas

so they can weave through the imaginations of a diverse, interested audience.

Assume that the audience will care for your basic seed ideas. Be positive about what ideas have done for you and others, and aim for clarity of communication. Let the enthusiasm build from the interactions of the participants as well as from your own working presence. Extrinsic motivating devices are only temporary gains.

Do not lecture about any of the following:

1. Getting on the career education bandwagon.
2. What research experts think teachers should do.
3. How schools have failed.
4. What teachers do wrong.
5. Any topic not directly tied to the work of teachers. In fact, the best advice is not to lecture about anything. Rather, plant concrete ideas, such as those suggested by the following sections.

ORGANIZING
CENTER

NATIONAL INSERTABLE-TAB INDEXES ENABLE YOU TO MAKE YOUR OWN SUBJECT ARRANGEMENT, USING PLAIN INSERTS ON WHICH TO WRITE YOUR OWN CAPTIONS.

The Beaded edge on tab makes it easy to insert captions

Made in U. S. A.

NATIONAL

23-680

THE ORGANIZING CENTER CONCEPT

Effective *thinking* and effective *teaching* are more closely related than usually believed. If we link the two activities, *thinking like a teacher* and *performing as a teacher*, within one form, we shall have a powerful instrument for communication about teaching. We have tried to develop this instrument by using *the organizing center concept*.

The organizing center of any plan is an idea, an idea based upon a teacher's imaginative view of instruction. The form of the idea depends upon the teacher's individual talents and experiences, and it will subsequently shape the teacher's force in presentation as well as the variety of activities, the time intervals, and the levels of expectation. Whatever the size of one's undertaking, a plan that rests comfortably upon a personal base is usually most productive.

The organizing center concept is useful in that it does not separate those who teach by thematic units from those who teach by "lessons." All teachers may think through and plan specific activities, using specific materials and services, specific content areas, and specific objectives. The organizing center concept aids friendly communication about initial ideas and also

encourages discussants to pursue relationships they might not have been able to fit within their usual subject/schedule planning format.

Once an idea has been accepted as an organizing center, specific planning can begin by consideration of the following questions:

ACCESSIBILITY: What materials and services can be available to the learner?

MOBILITY: What content areas (skills, facts, attitudes, etc.) can emerge from this idea?

ACCOMPLISHMENT: What can the learners do?

The organizing center, then, provides a base for teacher planning and allows quick entrance into the practical problems of daily teaching. It can also be used to discuss planning or implementation without tying all ideas to a narrow age or grade level.

Effective teachers think and plan *elastically*, appropriate to what needs to be done and in regard to general school policy. We hope that our form of an *organizing center* helps to stretch or shrink teaching plans to fit the needs of specific instructional activities. Narrowing a plan zeros in on specific resources and specific target behaviors. Conversely, enlarging a teacher's plan opens opportunities for more creative involvement of others.

The common ground revealed in the organizing center concept gives us a place to start, a base from which we

can safely venture to restructure and recreate, and a center from which we can reform instructional processes. More relevant and more effective teaching is our aim.

The following breakdown of the three planning areas within *the organizing center concept* may be useful. Also included is a diagramatic presentation of the concept. Additional copies of these materials are available.

ACCESSIBILITY

1. What materials can a child use in the daily course of instruction? When a decision allows one child free access and excludes others, what reasons lie behind the selection? (maturity, skill development, social manners, interest)
2. Where can a child go to study? To organize? To practice? How are the places different?
3. What different sensory stimuli can the child encounter? (printed page, voice, film, touch)
4. What tools can the child use to uncover information? (card catalogue, thesaurus, telephone) When? With whom?
5. What human talent can come into contact with the child? Can the contact take place during school hours? Is the child expected to observe or interview talent outside the school?
6. How is the child encouraged to make his own thoughts and feelings accessible for his own reflection and/or action?

MOBILITY

1. Can the content build upon overt interests of the children? Can new interests be generated? Can individuals work upon the ideas and skills at their own pace? To their own accomplishment level?

2. Can the reason for instruction of this area (fact, skill, attitude) be clear to the learner? Clear to the parents?

3. When ideas spin out from the center, can they pull together new relationships from past studies? What academic areas can contribute to ongoing learning?

4. Can the complexity of thought and accompanying activities increase as the ideas are studied in depth? Can the concepts and skills be applied to practical tasks?

5. Can the content enable children to encounter the fundamental life activities of their local community? Of their religion? Of their contemporary world?

6. Can the content enable children to delve through time and cultures so as to build an appreciation of their heritage? Can the content have a continuing effect upon the child's self-image as a person who is creating his human biography each new day?

ACCOMPLISHMENT

1. In how many different ways can a child express himself to you? To others in the classroom? To his parents? To others in the community?

2. In what ways can learning efforts be evaluated? Learning achievement? What can the child contribute to the evaluation process?

3. How can the child be encouraged to use different resources? When (and for how long) can he put together his work? Where can he practice? With whom?

4. Can learning efforts be stored in an accessible area? Can the child review and redo his own work?

5. Can others see the child's achievements? Can a child get feedback about how he has used media as well as about the content he has had to express?

The beginning of a plan is an idea. After a teacher considers an idea in relation to broad questions of policy, instructional management depends upon:

1. What materials and services can be available?

2. What attitudes, facts, and skills can be developed from my idea?

3. What can the children do?

The organizing center approach enables teachers to work through practical concerns quickly so they can take an idea and see where it leads them.

INTERVIEWING: A BASIC INSTRUMENT OF INQUIRY

Building a rationale for teaching interviewing skills is important because teachers have to see how they can foster child-adult interchanges. People-to-people contact forms the foundation for the sensory base of career development. Teachers will want to know how they can manage the skill sessions needed to develop interviewing techniques. Discussion and hand-outs which show "how-to-do-it" will alleviate latent concern about discipline and class control. The following materials may be used as hand-outs.

This section is the second selection in the introductory brochure *IMPLEMENTING CAREER EDUCATION THROUGH ABLE MODEL PROGRAM.*

COMMUNICATE

As you organize how the content of your instruction will be accessible to the children, your plans may include the use of *community talent*. Interviewing skills might have to be taught in order to facilitate your plans. Perhaps the most obvious skill involved in interviewing is asking appropriate questions.

The lists of questions included in this section may help you, your talent, and your class get started with this important *tool of communication and inquiry*.

One set of questions is designed for children who are learning to interview. It can also be presented to the talent prior to his visit.

The second group of questions is designed for conducting a group or class conference with talent in school or at the resource site.

The depth and quality of the interview will depend, of course, upon the preparation each interviewer has in the area the talent represents. Also, motivation to find out will be an important factor. Those who are avidly curious will push the process of inquiry to its appropriate limits.

Certain questions will be appropriate to some talent areas and not to others. However, there is a *commonality to the process of interviewing* and an *ABLE* teacher can guide students to learn many of the general communication skills necessary for effective interviewing.

The section on evaluation has proved helpful in setting standards for learning performance and increasing the visibility of the inquiry process.

GENESIS

. . . without form and void; and darkness
was upon the face of the deep . . . . . .

Does this describe the fear we hold at the onset of each new venture to improve our students' skills and attitudes?

Can the children do it? Will there be some foundation upon which I can build? Will I be able to get this new material across? Which children won't get it? Which ones will need much practice? What if they're not interested? What if there isn't anyone who cares?

Interviewing skills are merely one branch of the great human tree of communicative arts. We've chosen it as a primary performance skill because of its inherent mobility. Once children learn to communicate through the process of interviewing, they enter other worlds of discourse and many realms of meaning.

Interviewing is a vehicle as well as a bridge. It is process and content. It is something that can be taught by itself and something that can be taught by interweaving it within traditional subject matter.

Then why the fear? Why the empty feeling when we approach this foundational activity in our classroom?

Maybe the question should be *"How can I begin?"* A new venture such as this should be initiated in a positive, encouraging setting. Can we design developmental activities for the acquisition of interviewing skills so that first happenings are fool-proof? Motivating? Generative?

DEVELOP SKILLS THROUGH ROLEPLAYING

Planning roleplaying, interviewing situations within the secure learning atmosphere of your classroom, is a safe, sure-fire way to get started. Children will be more free to explore in an environment wherein no harmful consequences may befall them. Whereas outside talent may be threatening to the development of tender thoughts and feelings, *your warm support of the child as a learner* will help the light to shine. Then, from trust and self-confidence, appropriate forms of interviewing behavior will develop.

Roleplaying is not only a process by which to learn the skills of interviewing; it is also protection for the learner (and the teacher) so that learning procedures may be started away from the foreboding consequences of direct encounters.

Thus, the darkness of our classrooms might first be penetrated by "artificial" light - *roleplaying*. When interviewing skills have been sufficiently shaped by this careful nurturing process, emergent behaviors can be brought into the "real" world for trial.

Pre-stressed performance skills can be laced into the varied activities of the school year. If this is done on a regular basis, the children's efforts will not dissipate or dissemble when tested by adult characters in real settings.

Tapes of children interviewing each other are easy to make and allow for healthy criticism of learning performance. Dittoed sheets of questions with spaces for responses also offer tangible supports. "Friendly" school personnel can be used for practice.

A teacher can build a platform of appropriate materials for one class, then use it to introduce new concepts to other groups. Also, prepared tapes(of actual interviewing) are available from commercial sources.

QUESTIONS STIMULATE INTERACTION

1. What do you do on the job? (Children are interested in how school-taught skills fit in with real work.)

2. Why did you take this job? Did others agree with your thinking?

3. What tools do you use? Is there a special way of talking about your work?

4. Was this your first job choice? How many times did you change your mind about what you wanted to be before you went to work? Why?

5. What part of your job do you like best? Why? What part of it do you wish you didn't have to do? Why?

6. Who depends upon your work? Upon whom do you depend for your work?

7. What experiences and training on this job might prepare you for some other kinds of jobs should you ever want to change?

8. How does your job affect your personal life? Do you have to work nights? Are you tired when you get home? Do you have noise during the day so that you need quiet at home at night? Do you have a job where you have to be nice to people all day - even people who are crabby and ill-mannered?

9. What inventions could put you out of work?

10. Are people with your kinds of skills usually needed - even when business may be bad? Is your work at all seasonal? Where could you work in this occupation? Is your kind of work limited to geographical areas?

11. What kind of education is necessary for this kind of work? Apprenticeship? Trade School? College? Advanced degrees? Is there any personal quality for this job that is really more important than diplomas?

12. About how much money can a person earn in this kind of work? Is there a chance of getting a lot of money all at once? of losing a lot of money quickly?

13. When does your boss compliment you? (or when do you compliment your employees?) When are people fired?

CONFERENCING LEADS TO TRUE SOCIAL STUDIES

When a resource person is sharing information with a group of students in a conference setting, it might be helpful to send the talent a list of the questions the class is considering. Your note can explain that *the purpose of the meeting is to get some information about an occupation from a person actively involved in that occupation.*

Familiarize your students with lists of questions such as those we put together. Ask the students to mark those they would like to ask. Questions should be asked with the understanding that the resource person does not have to answer.

Each interview will be a new opportunity for ideas to develop. Your analysis of the growing threads of the discussion and your firm but *subtle leadership toward target goals will move irrelevant talk towards fruitful discourse.*

Be alert to step in and help facilitate communication if you see either the student or the resource person is not understanding what the other has said. Feel free to ask questions of your own to clarify answers whenever it is desireable to do so.

If you explain the reasons behind children's questions, talent and students will sketch more appropriate pictures in their mind's eye. As you relate their brief ideas into areas of class concern, shy talent (or students) and the academic activities of your classroom will be pulled together. The teacher has to be the bridge.

Naturally, over-management of social amenities can produce puppet performances and turn talent sour. ABLE teachers, interested in effective affective as well as cognitive behavior, will enhance instruction through their managerial artistry. Vigor and sparkle is almost assured as the style of the teacher and the talent of the community are stirred into planned activities.

Young children can move curiosity into inquiry, inquiry into the academic domain, and academic performance into healthy character and career development. The bridge to becoming has to be built upon, with, and for people.

GROUP CONFERENCES NEED PLANNING

1. What schools did you attend?

2. What is your present job?
   a. How did you get it?
   b. How long have you worked there?
   c. What time did you go to work this morning?
   d. What was the first thing you did?
   e. How long did that take?
   f. What did you do next? (Follow throught the entire day.)
   g. Did you do anything yesterday that was different from what you did today? Does that happen often?
   h. What else do you do on your job?
   i. Of all these various duties, which ones take most of your time?

3. What changes have taken place recently? Do you foresee any in the near future?

4. What things do you like most about your job? Least? Are there any hazards?

5. What is the usual starting salary in jobs like yours?

6. What qualifications do you need to get the job? Age? Sex? Height? Weight? Other? Marital Status? Tools? License? Aptitudes? Unions? Discrimination? Veteran? Capital?

7. Preparation? Minimum? Desirable? Time? Cost? Content? Approved schools? Preferred subjects?

8. Supply and demand for workers? Outlook for the future? Advancement?

9. Hours? Regular? Overtime? Evening? Sunday? Holiday? Steady or seasonal?

10. Is there anything we should have asked? What would you like to ask us?

(adapted from material in *Occupational Information* by Robert Hoppock, McGraw-Hill Book Company, 1967.)

Teaching children to inquire from primary sources, *the adults in your community*, builds a firm place for Career Education to begin. Children will be more ready to relate school studies to life-centered activities and more prepared to make appropriate choices for their developing-lives-to-be.

EVALUATE INTERVIEWING SKILL AS INSTRUCTIONAL CONTENT

How do you know when children have learned to interview? How can you tell they are making progress toward that accomplishment?

Local conditions shape standards. Different criteria have to be applied depending upon individual expectations. However, *your view of children's performance will determine an assessment of their progress and achievement.* To help you focus upon visible evidence, the following questions are offered:

1. Can the child roleplay the interviewing process?
   a. Does the "interviewer" question with a purpose?
   b. Does the "interviewer" follow a strategy?
   c. Does the "interviewer" show appreciation for the feelings of the person being interviewed?

2. What products show that the child is "interviewing"?
   a. How are the interviewed person's thoughts recorded?
   b. How is the interview reported to others?

3. Can the child explain interviewing skills in writing?
   a. Are steps in interviewing set out in an orderly manner?
   b. Can the child judge his own talents against what has been set out for the class?

4. Does the child use interviewing skills in voluntary situations?
   a. Are ordinary encounters turned into learning situations?
   b. Does the child seek interviewing situations?

5. Does the child read "interviews" in newspapers and magazines or watch "interviews" on television?

6. Does the interviewed person send feedback to the teacher and/or class?
   a. Are expressions directed to the content of the interview? . . . the studies of the class?
   b. Are expressions directed to the interviewing process?

7. Does the child express a hope to work in an occupation which requires interviewing skills? (Sales? Receptionist? Teaching?

BACKGROUND INFORMATION
FOR DISCUSSIONS ABOUT INTERVIEWING

Information retrieval and communication skills should be taught to elementary students. Interviewing techniques increase inquiry skills in many areas.

The following outline of a workshop on interviewing was developed by Wayne Rehmer of Booth Tarkington School, Wheeling. It contains suggestions for teaching children to interview. A few ideas were "borrowed" from other ABLE brochures, but the organization and courage to implement the activities were the work and talent of Mr. Rehmer, one of our participating teachers.

We are proud to be able to bring this work to the attention of other interested professionals. Our *theory of practice* is founded upon the talents of our participating teachers.

LET'S COMMUNICATE

I. Important Skills to be Learned and Improved by Interviewing

A. Finding information (In our age where knowledge is doubling and redoubling, we must have sources for finding information available by interviewing others who have information)

B. Communicating -- questioning, answering (Involvement can cut across generation gap)

II. Planning for Teaching Interviewing

A. Purpose: establish a reason for interviewing. Discuss uses of interview with students

B. Strategy: plan appropriate questions with children

C. Interview: practice in a variety of settings. Evaluate performance with students. Refine techniques and apply

III. Interviewing Activities for Intermediate Grades

A. Lead-up activity

1. children paired off; talk for 3 minutes to find an interest, ability, or unusual background; choose one to develop
2. children work together to establish purpose, plan strategy, then interview on tape
3. playback taped interview to evaluate performance

B. Roleplay a story character

1. interview the character to uncover his feelings
2. interview to review story details

C. Book Reports

1. interview reader to discuss opinions
2. interview to review plot, settings, characters

D. Interview adults about jobs for vocational information

1. easiest to do with personnel in school
2. walking tours in neighborhood
3. field trips to work stations in community
4. record on cassette, play in class and discuss

E. Roleplaying of past and present renowned people

1. historical detail
2. character traits
3. opinions and feelings

F. Creative involvement

1. roleplay and interview almost anybody or anything - Martian, champion, animal
2. roleplay imaginative situations - funny, difficult

G. To get information for reports

1. surveys, comparisons, opinions of "real" people
2. interview adults about their childhood heroes and classmates
3. survey and compare findings

IV. Observations and Reflections

A. Can be done anywhere: classroom, school, field trips

B. Cassettes: easy to operate, accurate information feedback

C. Must learn and practice asking appropriate questions

D. Must appreciate feelings of people being interviewed

E. Must learn to be comfortable - practice for style

F. Must learn to adjust strategy during interviewing

G. Must learn to respond to a "yes" or "no" answer with "Why?"

H. Interviewing is *Motivating* and *Encouraging*

I. Interviewing is *Inquiring* and *Communicating*

UTILIZING RESOURCES

Teachers should not overlook what is right at their fingertips--the community around the school. Local communities provide a wealth of resources for firsthand exploration and are especially relevant to the everyday lives of the pupils.

Discussion of group trips to local community resources can catalyze thought about many related topics. Almost every teacher can reflect back in his professional experience and contribute meaningful comments in regard to field-trip techniques. The following material can be used as hand-outs if desired.

HOW TO GET THE MOST FROM A LEARNING EXPERIENCE OUTSIDE OF THE CLASSROOM . . .

WHY SHOULD YOU GO ON A FIELD TRIP?

To be worth the time you spend, a field trip must meet a specific need of the group. It can stimulate an activity, help in the search for more information, or pull together diverse activities of a class into a unifying whole.

Field trips can help your group:

1. add to and clarify information by seeing and feeling things you read and talk about.

2. learn to interview workers and observe how people work together.

3. see how adults carry out their responsibilities.

4. correlate skills and other curricular areas with experience in meaningful situations.

5. give children an opportunity to work together outside the classroom, to meet friends in a different atmosphere, to practice skills in human relations in real settings.

WHAT KINDS OF FIELD TRIPS BEST SUIT YOUR NEEDS?

A field trip may be:

1. within the school itself to get acquainted with the building, the grounds, and the personnel.

2. in the school neighborhood to sharpen observation of the child's immediate environment.

3. to another school to exchange experiences or to introduce a group to another school situation.

4. outside of his immediate school neighborhood to explore an area of interest in a more distant part of the city or its surrounding area.

Field trips might be suggested to small groups or individuals for exploration on their own time. This may be the kind of suggestion which leads children and their families to explore an area of interest related to a topic of discussion in the classroom. A new interest may develop into a new topic of study for the class.

HOW TO PREPARE FOR A FIELD TRIP

The following are suggestions of things to do to get ready. Each group will need to work out its own procedures depending upon the needs and interest of the group. However, there are some areas of definite responsibility.

The teacher should be responsible for:

1. guiding the choice of field trip and selecting the time at which the children will profit most by the experiences offered by the trip.

2. investigating the situation, if possible taking the trip in advance, to become familiar with the place to visited, and things to be seen on the way to and from the place to be visited.

3. obtaining permission for the trip from

   (a) the principal before discussing it with the group.
   (b) the person in charge of the place to be visited.
   (c) the parents of the children.

Much of the field trip experience can be cooperatively planned together. A teacher and class can:

1. list the things they expect to see and the questions they would like to have answered. Children may decide who will be responsible for getting answers to their questions.

2. gather information before the trip using books and audio-visual materials.

3. discuss every detail of the trip

   (a) Time -- date, hour of departure, time to be spent on the trip.
   (b) Transportation -- how the group will travel and the safety fules to be observed.
   (c) Group needs -- social responsibilities of each individual as a member of the group, the organization of the group enroute and while on the trip, the possible need for members of the School Patrol.
   (d) Person needs -- type of clothing needed, need for lunch, special equipment or tools.

HOW DO YOU USE YOUR EXPERIENCE WHEN YOU RETURN TO THE CLASSROOM

The learning opportunities opened to the group as a result of a field trip are limited only by the group's capacity to learn, the sensitivity of the teacher, and the time available. The teacher and the group should evaluate the trip to:

1. see if questions were answered.

2. decide if the plans they made were satisfactory.

3. note progress of class thinking and discuss energy to be applied to further work.

The group will probably want to do some of the following in order to build effective learning experiences.

1. Gather more information to answer new questions that arose as a result of the new experience.

   (a) review some of the materials used and search for new materials.
   (b) look up related articles in books at school, at home, and at the public library.

2. Use the experience to correlate the classroom activities with various curriculum areas -- to make learning *visible*.

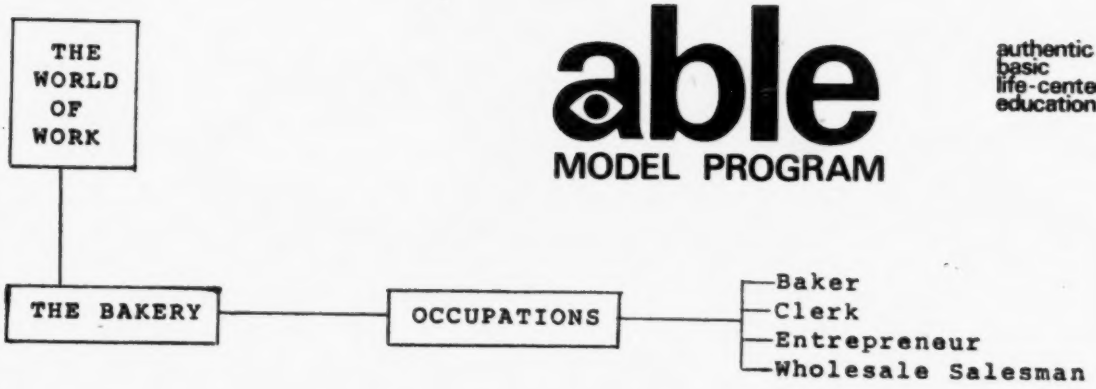
   (a) write thank you letters, letters for additional information, stories, poems, reports, booklets.
   (b) organize reports for the class, for other groups in the school, for parents.
   (c) create songs and dramatic plays.
   (d) make charts, diagrams, murals, dioramas, materials for the opaque projector, illustrations for booklets.

Most of all, the teacher will want to make use of the children's increased interests. The quality of living in the classroom can be improved if enthusiasm for life-centered activities is real.

SAMPLE PLANS

The *sample plans* can serve to outline how a teacher can become involved with easily accessible resources. Most teachers can visualize people-centered activities as they "break bread" with others. The material on *The Bakery* is a good conversation piece because it reminds teachers that education is basically a social process. *The School* is included to interest those who do not wish extensive arrangements with buses, outside visitors, and so forth. Of course, the school is a good place to start because it is there.

These plans are strategic instruments. Helping teachers to see career development as basic and integrated *within* the ongoing program of instruction is more important than preaching the bakery or the school as thematic units.



able
MODEL PROGRAM

authentic basic life-centered education

How many times have you heard a child ask, *"May I have a cookie?"* Have you ever thought of this everyday occurence as an instrument to further a child's intellectual development?

Baking, as an organizing center, affords the classroom teacher a kaleidoscope of significant topics that can be enjoyed as they are studied. Almost any product or process that has to do with food is a "natural" for children. It's easy to promote this area of human endeavor since perfecting the art of cooking, or eating, has been a life-long enterprise for many adults.

Teachers who start with fundamental life activities find themselves surrounded with wholesome social events. Those who start with abstractions and logic find themselves searching about for motivational gimmicks and ways in which to strengthen their classroom activities.

ABLE teachers have to be more effective because they are latching on to *life*. Less time will be spent explaining why studies are necessary (the material is self-evident) and more energies furthering instruction will be contributed by interested children, parents, and other community talent.

Fundamental life activities *such as baking* may not appear as erudite as behavioral objectives which have been abstracted to form a master conceptual plan. After all, who can compare a crumbly cookie to the neat mind of a statistical researcher? Nevertheless, the multi-sensory facets of a cookie reflect as those of our most precious diamonds in bringing basic understandings of our human heritage to the learning child.

Northern Illinois University *DeKalb, Illinois* *60115*

BAKER

ACCESSIBILITY	Baker Bakery Recipes Kitchen utensils Baking ingredients Library materials (including film, filmstrips, tapes, etc.)
MOBILITY	Baking (skills: baking, decorating; training - schooling; working conditions - sanitary regulations) Tools and technology (past and present) Mathematical skills (fractions, weight, volume) Chemistry (effects of temperatures) Vocabulary development
ACCOMPLISHMENT	Handle tools used by the baker Demonstrate skills used by the baker through puppetry Compare home baking (baking from scratch, frozen and prepared foods) with "bought" bread Compute amounts of ingredients in sample recipes Outline steps for personal baking experience at home Report on the chemistry involved in baking (oral or written form) Draw pictures of the baker at work

CLERK

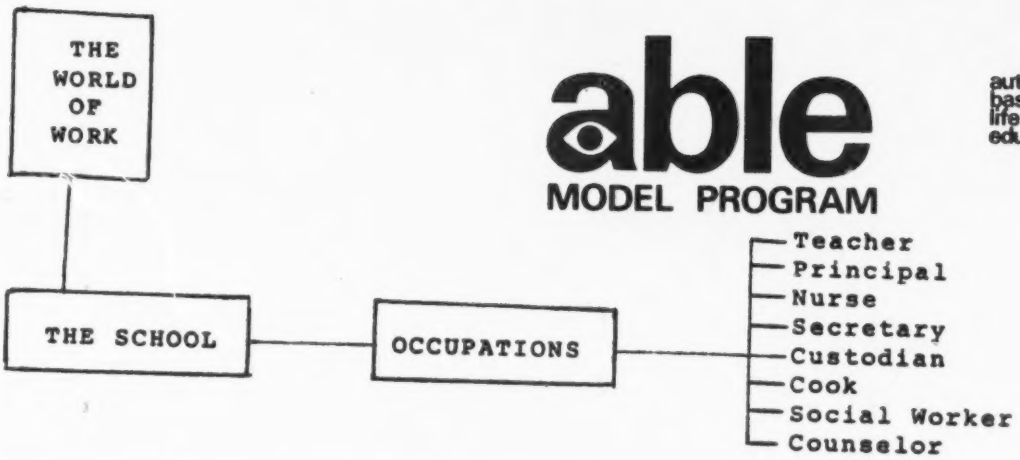
ACCESSIBILITY	Clerk Bakery Dictionary Cook books Library materials
MOBILITY	Customer-clerk relations Mathematical skills (money changing) Health standards Ethnical baking - customs of cultures
ACCOMPLISHMENT	Roleplay clerk and customer ordering quantities of baking products Construct a model retail bakery Detail sanitary habits and codes in a public establishment Figure money exchanges Figure quantities of bakery products for parties Exhibit samples (and word lists) of ethnical baking Taste ethnical products and describe appearances and tastes Make a mural of bakery products advertised in newspapers and magazines Read aloud vignettes from "literature" wherein baking processes or products are described

ENTREPRENEUR

ACCESSIBILITY	Owner of the bakery (entrepreneur) Employees of municipal health department Bakery Library materials
MOBILITY	Planning and design of a bakery (assembly line) Economic factors (labor, cost of materials, equipment costs, overhead, profit) Capitalism Technology - past and present (tools and equipment) Sanitary laws - government Ethnical aspects - culture (Italian, Jewish, Bohemian, Swedish) Delivery methods (home, supermarket)
ACCOMPLISHMENT	Roleplay employer interviewing prospective employees Display selected baking developments from past to present Explain health standards and function of government agencies Interview people from different ethnical groups about customs, tools, and products for articles in school newspaper Exhibit samples of ethnical baking Illustrate profit, loss, and gain in graph form Construct a model assembly line Use new terminology in written work Chart routes of delivery

WHOLESALE SALESMAN

ACCESSIBILITY	Wholesale salesman of bakery Order forms Products used in baking (sugar, flour, salt) Farms Processing plant Library materials
MOBILITY	Original and manufactured sources of baking ingredients Processing of raw products into marketable items Transportation (packaging, routes, storaging) Mathematical skills (computation of orders using volume, weight, and prices) Economics (wholesale and retail)
ACCOMPLISHMENT	Make and discuss product maps Exhibit the transformation of raw products into finished marketable items Illustrate transportation methods in chart form Interview salesmen and housewives about ingredients to make certain products for article Figure (mock) wholesale and retail costs Analyze graphs and report sales figures Use technical vocabulary of baking product salesmen in oral or written reports Write articles for school newspaper Arrange class bake sale



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MODEL PROGRAM

authentic
basic
life-centered
education

MINI-UNIT I: *SCHOOL AS A WORK COMMUNITY*

This study can be helpful in three ways:

1. Students will see the school as a small community. They will study the occupations which contribute to the successful operation of this small community.
2. Students will meet the "World of Work" first hand.
3. By learning more about the various persons-in-the-occupations, students will be able to discuss the interrelatedness of their roles in the school community.

School unity can be developed through better understanding of occupational roles.

The school is a fertile place to start in an initial exploration of the "World of Work" because all of the resource personnel are close at hand. Teachers could devote as much time as they deemed necessary to this study without having to make elaborate long range plans.

The term mini-unit means exactly what the name implies, a rather small-unit which can be covered in a relatively short time. The mini-unit concept has been incorporated into the study of the school because the school is sort of a mini-society or a microcosm.

What is the value of the mini-unit?

1. A teacher (or student teacher) can present a complete *ABLE-style* unit in a short amount of time.
2. The mini-unit will provide a dynamic demonstration of the *ABLE* concept, *"Take an idea and see where it leads you"*. The mini-unit provides an organizing center that is near, alive, and full of worthwhile content.

TEACHER

ACCESSIBILITY	Teacher School
MOBILITY	Teaching as an occupation School as a socializing institution Learning Management
ACCOMPLISHMENT	Make a bulletin board showing the work of the teacher Discuss the freedom of the teacher to make decisions Discuss how a teacher influences children Write a news article about a current project in the school Roleplay teacher starting a group to work; explaining work to a student who doesn't understand; talking to principal; talking to parents

PRINCIPAL

ACCESSIBILITY	Principal School office
MOBILITY	Role of the school principal as educational leader Professional preparation programs Management - Decision making Public Relations
ACCOMPLISHMENT	Interview the principal to determine how he supervises his teachers (How does he help them plan?) Write article for school newspaper Make a vocabulary list of technical words (curriculum, lesson, interests, subjects) Roleplay members of school board discussing school projects with principal Intern with principal for a day Roleplay principal leading discussion with teachers re: Open School Week (What should we show parents? Why? How can we best do it?)

SCHOOL NURSE

ACCESSIBILITY	School nurse Nurse's office Stethoscope Scale Audio-meter
MOBILITY	Health History Human relationships Safety Vocabulary
ACCOMPLISHMENT	Make a chart of class heights, weights, and measurements Make medical tags Discuss basic first aid procedures List common "incidents" when a school nurse is needed Roleplay nurse and mother discussing health habits of children Discuss childhood diseases Exhibit "tools" used by nurse Review rules of safety to avoid accidents

SCHOOL SECRETARY

ACCESSIBILITY	School secretary School business office Intercom Typewriter Adding machines Photo copy machine
MOBILITY	Training for secretarial work English Bookkeeping Filing Record keeping Human relations
ACCOMPLISHMENT	Use alphabetizing and filing skills in learning center Record the way they have spent their money or how they used their time Roleplay telephone discussions with parents, newspaper reporters, business people Roleplay face-to-face discussions with teachers, children Write news article about office activities Compare school secretary's work to those working in other businesses

SCHOOL CUSTODIAN

ACCESSIBILITY	Custodian Custodian's workshop School
MOBILITY	Heating, lighting, water services Maintenance of building and grounds Sanitation and waste disposal Human relationships Technology Vocabulary
ACCOMPLISHMENT	Report about the heating systems in school and home Discuss landscaping of school and maintenance of grounds Report how waste is disposed of by the school, by the community Discuss how the custodian relates to school community Write about the people in the community who do business with the custodian List tools and supplies used by the custodian to clean, to repair - make a dictionary to show other classes

COOK IN THE SCHOOL CAFETERIA

ACCESSIBILITY	Cook School cafeteria
MOBILITY	Food preparation for large groups Measurement Geography History Health - standards of cleanliness for kitchen workers Vocabulary development
ACCOMPLISHMENT	Report about a special food from their country of national origin Make up a recipe booklet Prepare selected foods Write article about school cook for class newspaper Make a dictionary of cooking implements (picture for primary grades)

SOCIAL WORKER

ACCESSIBILITY	Social worker Social worker's office
MOBILITY	School and community services Communication skills History Morals
ACCOMPLISHMENT	Roleplay a meeting of social workers preparing for the school year Write an article about the social worker for the school paper Roleplay the social worker giving a speech to the local Chamber of Commerce

SCHOOL COUNSELOR

ACCESSIBILITY	Counselor Counselor's office
MOBILITY	Human relationships Psychology Learning Community services
ACCOMPLISHMENT	Discuss roles of helping people in community Discuss differences between the work of a teacher and the work of a counselor Roleplay a meeting between counselor and child Write a news article about the work of the counselor Roleplay a counselor reporting to the school board

IV

CONDUCTING THE WORKSHOP

When you present a program to a group, involve them actively as participants. Start them thinking about planning and encourage them to develop a lesson using the organizing center approach. *Who will they invite to speak with their students? How will they prepare their students? How will they relate the experience to other ongoing instructional activities? How will they evaluate the success of this approach?* Through discussion, develop personal images of instructional activities.

Another successful technique includes having the group roleplay their students. Present them with some tangible object, then ask them to brainstorm and think of all the people and various roles that had something to do with the production of the item:

An example shows some people whose lives are affected by *candy bars*

-paper manufacturer
-delivery truck men
-chocolate bean grower
-candy factory workers
-dairy farmers
-merchants
-inspectors and tasters

Group work gives you the opportunity to determine how well the participants have understood the organizing center approach and the goals of career development.

If they are still not sure how to go about planning, guide them toward tangible products which they can visualize and which they then can reflect upon once they have seen the work as their own.

Examples:

1. A teacher plans activities where children take field trips to places of business.

   -suggest that the teacher might also invite adults to come to the classrooms to be interviewed. This is a good way to cement community-school relations.

2. A teacher plans to evaluate the activity by having students write reports.

   -suggest other ways the students can demonstrate mastery. Oral reports, letters to parents, a class newspaper, art projects, and independent reports afford behavioral evidence.

3. A teacher indicates that students will interview a person, but does not include preparing her students for the event.

   -suggest a "question" session where students learn who they will interview and determine what they want to find out. Have students practice roleplaying their guest. Suggest an experience chart to be made up of the questions which the children formulate. Suggest sending the questions to the speaker in advance so that he/she might be more at ease during the interview.

4. The teacher decides to study the professional occupations.

   -expand the professional's role and function to include related occupations (doctor-hospital staff, service personnel). Children need to be exposed to all kinds of people and learn how every job contributes to the well-being of a community. Presenting only a small portion to them is what already goes on in most school systems. Children must learn about the whole spectrum of human activities.

SAMPLE OUTLINE OF A ONE HOUR WORKSHOP

I. Introduction and Acknowledgements

A. Tell who you are and what you do
B. Explain purpose of meeting
C. Introduce career education concepts
   1. Explain career development and its background
   2. Discuss career education for elementary school age children
   3. Emphasize inquiring, relating, clarifying values and decision making
D. Show evidence of teachers who have taught this way for years. Involvement, participation, and sensory experiences have been effective methods

II. Ideas To Focus Thought

A. The organizing center concept helps planning
B. Interviewing brings about direct experiencing
   1. Use the person-in-the-occupation as a focusing instrument
   2. Interlock skills in subject areas
C. Community resources yield accessible content
   1. People are talent
   2. Materials, procedures are not difficult to manage
   3. Field trips can be of many types
   4. Organization and administrative support are important

III. Group Work

A. Use 6-8 to a group
B. Select an academic skill for each of the three elementary levels (primary, intermediate, upper) in the area of Language Arts
C. Have each group select one person-in-the-occupation who ordinarily uses this skill
D. Pick a corresponding classroom activity to exemplify this skill

   Example: In the area of Language Arts a primary skill is the identification of the letters of the alphabet. A file clerk uses the alphabet. By alphabetizing the names of the students in the class this aspect of a clerk's job could be brought out.

E. Have groups report outcomes
F. Pass out skill area sheets
G. Discuss relationships of people to content and encourage questions

IV. Plan For The Future

A. Identify concepts for quick implementation in classrooms
   1. Develop concern for child's self-image
      a. Work for future-oriented content
      b. Build upon present interests and relate them to potential careers
   2. Show concern for the work of the adult world
B. Indicate how parents can become involved
C. Demonstrate how to develop administrative support for planning and implementation

V

CONCERNS AND STRATEGIES

In each group individuals will have different philosophies and priorities. Some might be more concerned with community resources. Others with parent involvement, subject matter, relevance, or with humanizing our educational system.

Thinking in advance about how people may perceive your presentation will help you deal more effectively with individual concerns. The following sections provide materials and suggestions for meeting these various concerns.

FIND RESOURCES
IN THE COMMUNITY

NATIONAL INSERTABLE-TAB INDEXES ENABLE YOU TO MAKE YOUR OWN SUBJECT ARRANGEMENT, USING PLAIN INSERTS ON WHICH TO WRITE YOUR OWN CAPTIONS.

The Beaded edge on tab makes it easy to insert captions

Made in U. S. A.

NATIONAL

23-680

COMMUNITY RESOURCES

"Where will I get the materials to build a relevant program? Who will help?"

Try to have the participants develop a new creative attitude towards the local community. Utilizing existing community resources is one of the best ways to maximize instruction. Teachers must become convinced that career education means putting children in direct touch with active adults -- working people in their own communities. As indicated earlier, starting with the school as a work community may be a safe, secure, and inexpensive way to build upon teacher interest in the use of available resources.

Parents, local businessmen, and community workers can serve as 'teachers' by bringing firsthand knowledge and experience to students. They can often provide free written material and visual aids as well as a place to go to see the real work of the community. Many of these places are within walking distance of the school and require a minimum of planning effort.

An active file of community resources is one of the best ways to utilize this effective teaching aid. Samples of forms to be used in such an instructional support system follow.

1. What is the name of your business?_____

   A. Address_____

   B. Phone_____

2. Who should be contacted to arrange a visit to your business?_____

   A. Position with firm_____

   B. Phone_____

3. Would someone be able to visit the classroom to prepare for the trip or follow it up?_____

4. For what age children is the tour appropriate?_____

5. How many can beraccomodated at one time?_____

6. How many school groups can be handled per year?____

7. What is the best time of year to visit?_____

8. What is the best time of week to visit?_____

9. What is the best time of day to visit?_____

10. How much time is needed for the visit?_____

11. What is the cost to the pupils?_____
    to the school?_____

12. Are there facilities for meals?_____

13. Is there ample parking space?_____

    A. Bus_____
    B. Car_____

14. What can be seen, heard, tasted, felt, etc. that you feel is unique to your business?_____

    _____

    _____

    _____

Questionnaire Cont.

15. Do you have special exhibits, films, tapes, etc. that could be used for instructional purposes? If so, what are the subjects and how may they be secured?

_____

_____

16. Brief description of the tour_____

_____

_____

17. Is guide service provided?_____

18. Are there any special safety precuations to be observed during the visit?_____

_____

19. In what other ways can the business and industries of this area contribute to the education of our young?

_____

_____

_____

_____

20. What can the school community do for you?_____

_____

_____

_____

_____

YOU CAN RECORD PERTINENT DATA ON A FORM LIKE THIS:

Name of business_____Address_____Phone_____

Contact (Whom)_____Position_____Phone_____

Resource person available for visit to school: Yes____No____

Name_____Position_____Phone_____

Maximum number of students allowed_____Grade Level_____

Number of school groups handled per year_____

Best time of year_____Best time of week_____Best time of day_____

Approximate time needed to make the tour_____

Cost to the pupil_____Cost to the school_____

Facilities for meals_____

Parking facilities_____Bus_____Car_____

Special Instructional Materials Available_____

_____

_____

Exhibits_____Films_____Tapes_____

Printed materials_____Others_____

Description of the tour_____

_____

_____

_____

Guide service provided_____

Special safety precautions to be observed, if any_____

_____

Appropriate follow-up activities_____

_____

. . . OR A SYSTEMATIC CARD FILE COULD BE KEPT IN A LEARNING CENTER OR LIBRARY. THESE SUGGESTIONS ON HOW TO ORGANIZE DATA FOR QUICK RETRIEVAL AND USE HAVE BEEN USED IN SEVERAL SCHOOL DISTRICTS.

(front)

Resource Persons

Subject_____Age/Grade Level_____

Name & title of person to contact_____

_____

Address (home)_____Phone_____

Address (business)_____Phone_____

Best time to contact_____

How far ahead_____

Days available_____Hrs. available_____

Occupation_____

Educational Background_____

(back)

Previous experience presenting subject to:

Children_____Youth_____Adults_____

Evaluation by other teachers:

	School	Grade	Date	Comments
1.				
2.				
3.				
4.				

FIELD TRIP SURVEY MASTER CARD

filed heading
Industry

(front)

Name of agency_____ Date contact_____

Address_____ _____
(st) (city)

Telephone_____

Name of contact person_____

Trip suitable for age group_____

Number of persons_____

Instructional materials available_____

_____

Time - day/year_____

Time required tour_____

Special instructions_____

Is first-aid service available_____

(back)

Evaluation by Other Teachers

Name of Teacher	School	Date	Age	Unit	Guide Service Satisfactory

Remarks_____

HERE IS A REPORT ABOUT THE USE OF A FEW COMMUNITY RESOURCES IN WHEELING.

VOLUNTEER-AIDE BUREAU
School District #21
Wheeling, Illinois

TO: All Staff Members FROM: Sandra Nizzi, Coordinator

During the year several resources have been available for use by our teachers.

Some industries in our area have been willing and able to be a resource for us . . .

Ekco Products will come and *visit in the classrooms and show a film* on their assembly line processes.

Television Manufacturers of America will take small groups through their assembly line process and let them see how television sets are manufactured. They also will answer any questions in a discussion group following the tour.

National Food Store in Dunhurst Shopping Center will take small groups of students through their store, explaining various departments and their functioning.

Culligan Soft Water Company will send a speaker to inform students on the chemical process for making soft water. Tours of their plant in Northbrook are available.

Abbott Laboratories will *send speakers with slides and movies* on ecology and drug abuse from the offices in Waukegan. Speakers with films regarding careers at Abbott and one dealing with products manufactured at Abbott are available.

March Manufacturing Company in Glenview has *speakers available* on how pumps work and methods of production.

Denoyer-Geppert Company has a speaker who will come out to schools and show how maps are made and how to read them. They prefer 4th graders and up.

Oscar Mayer Company has a *film on meat inspection*, processing, grading, buying, identification. Speakers, too.

Honeywell Industries, Wheeling, will send speakers to explain air conditioning, how a furnace is installed and operated, security alarm systems, etc.

Commonwealth Edison will give a presentation to students on electricity and its uses, how it is utilized in homes, etc.

Peterson Enterprises, Inc. has information on manufacturing of motion picture machines and their attachments.

WBBM radio will send *a speaker on newswriting* and producing radio shows or any phase of radio requested.

EXAMPLE OF THANK YOU LETTER:

Date

_____

_____

_____

_____

Dear_____,

Thank you for participating in our program of career talks. We find this activity very helpful to our elementary students. Direct experience with working adults adds relevance and meaning to their studies.

We appreciate the time and energy you gave to the education of our students.

Sincerely,

Rather than using an impersonal thank you letter, the students can express their own thoughts and feelings. Many language skills can be taught from this base. Letter writing by children can become an integral part of an instructional program.

HOW TO GET MATERIALS AND OTHER SERVICES

Our strategy has been to work with the teacher's imagination rather than to provide a platform of texts, workbooks, films, filmstrips, and other programmed materials. However, every curriculum committee should have one person dedicated to the task of developing a library of resources for instruction.

The district's professional library, learning centers of the schools, and even classroom library corners may have to be restructured to give visible impetus to the new directions of your program. *If materials are accessible, they will be used more frequently and more effectively.*

Liason with interested parties in the community especially parents,(perhaps lay advisory committees may have to be formed,)will help to keep materials relevant and appropriate to the interests of the children.

Free materials are available from many sources within the community as well as from national foundations and trade associations.

Many "public relations" materials, especially films, may be borrowed at little cost. Sometimes teachers may find they will be doing the business concerns a favor by utilizing the office which is set up to promote the company's image. Naturally, your school district's support system to acquire books and other media for its teachers should be made known to teachers in pre-school workshops and lists of available materials distributed early and often throughout the school year.

The talent and expertise of state office personnel and faculty of state universities are available for a variety of services. Requests through proper channels will bring individuals or instructional teams to aid with specific projects. Many people have experience in utilizing community resources to make *The World of Work An Effective Organizing Center For The Elementary School.*

Sharing actual teaching experience makes new innovations credible.

PARENT INVOLVEMENT

Many teachers want to better the relationship between home and school. A teacher can use parents as first resources for interviews. Mothers can participate with their children by giving special help in classroom activities and by accompanying them on field trips. If the class bakes bread or makes breakfasts, parents can help supervise and assist the teachers.

Career development activities provide many ways of keeping parents informed about what their children are learning. Children can write letters to parents describing what they have experienced, while bulletin boards and other displays can provide information for parents who visit the classroom. An active parent communication program will increase involvement opportunities and help to bring a wholeness to the educational experience of the child. When home and school work together, more energies are coordinated and there are more opportunities for school "learning" events to have significance and meaning.

The following sample materials may be helpful.

Dear Parents:

Students at our school this year are participating in a new program which aims to better acquaint them with the "working world" of their community.

The basic intent of this project is to make accessible the on-going life activities of workers functioning in our community. With this accessibility, and using a multi-sensory approach, we hope to expand our students' view and understanding of the world of work. We also hope to stimulate new interests which will lead to relevant and significant activities in the classroom.

We hope to be able to visit some of the industries and businesses of our community to see the on-going work activities and to talk with workers. We will attempt to invite workers to visit our classrooms to discuss their occupations and the interrelatedness of our community. We intend to involve our students in interviews and research. We expect much learning content (subject matter) to emerge from our ideas. History, geography, technology, and language are just a few of the areas we can cover naturally and realistically.

We recognize, of course, that our beginning focus point must be as close to our own locality as possible. We believe we can use the parents of many of our students as resource persons. Would you be willing to come to our classrooms to tell about your occupation? to tell about the training required or the special vocabulary used in your profession? to demonstrate the tools or machines used in your trade? to tell about the interrelatedness and interdependency of those who work with you?

If so, please let us know how you feel we can work together and we will attempt to make the necessary arrangements. Also, if you desire more information about our project, please contact us.

Sincerely yours,

COMMUNICATE AND INVOLVE THE PARENTS

SCHOOL_____GRADE_____TEACHER_____

Dear Parents,

As a part of our regular instructional program, we would like parents to come to our class and tell the students about their occupations. Our children will benefit by contact with an adult who is contributing to himself and his society. We are sure they will have many important questions to ask.

Please fill out and return this form. You will be contacted to arrange a definite time and date. The general objectives of the program and suggestions for the things we would like to know about will be available. We are interested in all occupations.

Please return to the teacher.

Name_____Phone_____

Address_____

Occupation_____

Company or Firm_____

It would be convenient for me to be at your school on (days and times).

_____

_____

_____

_____

_____
Signature

SUBJECT MATTER

Some people will suggest that a career development approach doesn't teach enough traditional subject matter. This point of view can be handled by using the skill area worksheets for language arts, science, social studies, and mathematics. Concerned teachers should be helped to realize that career development does not toss aside subject matter. The new approach refocuses content in ways that capitalize on children's interests.

Preliminary findings from our research indicate five common elements weaving through the content of occupations:

A. Occupations have a history. The past, present, and future of the "job" and its "setting" can be interesting as well as informative. This historical view is often quite significant for children to understand the story of mankind's efforts to be human.

B. People and resources are usually located at fixed points. The natural environment within which they are found is usually described and worthy of being communicated, too. When we consider the sources and destinations of talent and resources, aren't we studying geography?

C. Occupations involve communication within the "work station area" and from that specific area to (or with) others who may be clients or customers. Language may be ordinary English, but often special images and other vehicles of expression are used. Terminology is an important aspect of this element. However, let's not draw it out in sterile batches and make it become the one standardized method of evaluating learning activities.

D. Tools and procedures to increase the energy available to do work are exciting content areas for children because they themselves are bursting upon the world with developing powers of their own. The study of technology has great learning power potential. Children love to be involved with the many ways energy can be put to work.

E. Human relationships have traditionally been considered the fourth R. Since the study of occupations focuses attention upon life-centered activities, adult roles have more meaning because the consequences of authentic actions can be seen to have meaning. People are the heart. People are the process. People are the content. The study of occupations is the study of people.

LANGUAGE ARTS AND CAREER EDUCATION

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
. . . PRIMARY . . .		
Identifies letters of the alphabet	File Clerk	Alphabetizes names of students in class
Forms letters legibly	Sales Clerk	Set up store and write receipts for articles
Pronounces words correctly	Telephone Operator	Roleplay phone company operations
Places events in sequence	Sportscaster or Reporter	Retell stories using proper sequence
. . . INTERMEDIATE . . .		
Reads smoothly	Radio Announcer	Peetry (or play) reading
Makes inferences from reading	Newspaper Editor	Group discussion on a contemporary social issue
Finds reference materials	Librarian	Investigate a topic by checking different sources
Selects appropriate words when writing	Secretary	Write letters to outside talent
. . . UPPER . . .		
Speaks with poise and confidence	Restaurant Hostess	Plan a social event for parents and interested community people
Summarizes and organizes in outline form	Minister	Report interviews with adult talent
Analyzes content	Advertising Manager	Write ads
Transmits intended meaning through oral communication	Lawyer	Arrange a mock political debate

LANGUAGE ARTS AND CAREER EDUCATION

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
. . . PRIMARY . . .		
Uses grammar appropriately	Television Announcer	Create an announcement of an up-coming school activity for a radio station's "Community Events" program
Uses acceptable spacing and alignment	Person who does lay-outs for a newspaper	Practice forming letters and words on advertising pages of newspaper
Classifies objects, ideas	Stock Boy	Bring empty cartons, containers from home and classify (household products, dairy, meat, vegetables, etc.)
. . . INTERMEDIATE . . .		
Organizes and expresses thoughts clearly	Factory Foreman	Write a report of tasks completed
Spells correctly	Proofreader, signmaker	Proofread an article for the class newspaper
Follows oral directions	Gas Station Attendant, Service Representative for the Telephone Company	Follow oral directions to clean out cabinet
Uses guide parts of books	Research Assistant	Write biography including a table of contents, index, and glossary
. . . UPPER . . .		
Clarifies complex material	Seamstress or Tailor	Follow simple written directions to make a wall hanging
Punctuates correctly	TV News Writer	Write a news article to be read out loud
Selects facts to support ideas	Salesman (car or insurance)	Write a sales pitch for a used car

SCIENCE AND CAREER EDUCATION

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
. . . PRIMARY . . .		
Identifies kinds of plants	Florist	Collect, identify, and display various types of plants
Identifies kinds of animals	Veterinarian	Organize a program for a Pet Day
Describes 5 basic senses	Baker, Perfume Saleslady	Buy ingredients and bake for a social event
. . . INTERMEDIATE . . .		
Discusses basic water cycle, rain, evaporation, and clouds	Weather Reporter on radio or TV	Set up model weather station
Demonstrates how soil is always being made	Forest Ranger, Farmer, and Soil Conservationist	Build a compost pile
Plans an electric circuit	Electrician	Experiment with batteries, bells, bulbs, buzzers, and beepers
Discusses functions of a motor	Mechanic and Small Appliance Repairman	Compare motors from toy kits with motors from small appliances
. . . UPPER . . .		
Demonstrates understanding of chemical change	Pharmacist	Make root beer
Demonstrates understanding of gravity	Pilot	Build minature rockets
Demonstrates understanding of vibrations and sounds	Disc-jockey and Musician	Tape record musical compositions

SCIENCE AND CAREER EDUCATION

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Discusses sun as a source of heat and light	Farmer	Plant seeds in darkness, shade, and direct sunlight. Observe growth
Discusses growth in regard to living things	Pediatrician, Photographer, Parent	Display photographs of children with stories about special events at particular times in their development
Demonstrates understanding of how rocks are formed	Rock Collector, Jeweler, Geologist	Collect, identify, and display various kinds of rocks
	. . . INTERMEDIATE . . .	
Classifies animals into groups	Zoo or Museum Worker	Organize a make-believe zoo
Classifies plants into groups	Gardener, Agronomist	Convert school grounds into a botanical garden
Demonstrates how chemical changes produce new materials	Artist, Chemical Engineer, Fire Extinguisher Salesman	Make plaster of paris sculpture or fire extinguishers. Display products and report about process
	. . . UPPER . . .	
Demonstrates an understanding of metamorphosis	Pest Control Specialist, Butterfly Collector	Gather cocoons (or tadpoles) and record developmental stages
Demonstrates an understanding of the rotation of the earth	Communications Specialist, Meteorologist	Set up a model solar system
Plans testing of concepts by identifying hypothesis and variables	Race Track Mechanic, Highway Safety Engineer	Conduct experiments using hypotheses

MATHEMATICS AND CAREER EDUCATION

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Uses calendar - reads and writes dates	Secretary	Make an appointment book and schedule events
Tells time - figures hours, minutes, etc.	Timekeeper	Keep time sheet of classroom activities
Reads and understands problems	Housewife	Figure cost of family groceries by working upon shopping lists
	. . . INTERMEDIATE . . .	
Constructs and reads graphs	Sales Manager of car dealership	Graph sales of each class member for a money-making project
Multiplies fractions	Sales clerk in fabric store	Figure cost of material to make clothing items
Reads and writes temperatures, Centigrade and Fahrenheit	Nurse's Aide	Record temperatures of students. Read patient charts.
	. . . UPPER . . .	
Finds volumes	Building Inspector	Find cubic areas of rooms in the school
Finds percents	Bank Loan Officer	Operate a model bank
Knows time zones, daylight time, AM & PM	Airline Pilot	Figure time differences encountered on vacation trips. Discuss health implications

MATHEMATICS AND CAREER EDUCATION

SKILL AREA	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Solves simple number sentences (1+1=2)	Housewife	Use recipes
Counts from 1-100	Stock Boy	Inventory materials in room
Measures quantities	Clerk	Display items sold by the pound, ounce, pint, gallon, etc.
Recognizes and cuts out shapes	School Crossing Guard, Bus Driver	Make safety signs by cutting out squares, circles, triangles, etc.
	. . . INTERMEDIATE . . .	
Utilize addition, subtraction, multiplication and division concepts	Banker	Set up model bank in classroom
Discusses understanding of fractions	Chef	Follow recipes
Makes change	Grocery Store Clerk	Set up model grocery store
	. . . UPPER . . .	
Solves word problems	Carpet Layer, furniture salesman	Measure furniture in room for possible rearrangements
Uses fractions	Baker	Make cookies for bake sale
Finds perimeters and areas	Architect or Draftsman	Make scale drawings of school building
Finds diameter radius, and circumference of circles	Tire Salesman	Measure bicycle and automobile wheels and compare costs

SOCIAL STUDIES AND CAREER EDUCATION

SKILL	PERSON-IN-THE-OCCUPATION	LIFE-CENTERED ACTIVITY
	. . . PRIMARY . . .	
Discusses relationship of people and land to their occupation	Parents	Chart parents' occupations and community resources
Recognizes important national, historical personalities	Historian or Librarian	Pantomine or roleplay their favorite historical figure
Discusses importance of the community water supply	Water Commissioner	Make a collage showing the uses of water and explain it to other classes
	. . . INTERMEDIATE . . .	
Explains the development of items in their historical sequence	Car Dealer	Arrange pictures and models of automobiles in a historical time sequence
Compares agrarian development in different countries	Salesman for farm supplies	Make a collage showing various tools, methods, and products of different countries
Compares climates of different countries	Mapmaker of agricultural researcher	Make a climate chart of different lands
	. . . UPPER . . .	
Discusses contributions of significant people during a certain period of history	Historian or Librarian	Create a play in which historical figures are the main characters
Compares values of different cultures in relationship to births and burials	Various speakers representing various cultures	Make a display denoting the different customs from the cultures studied
Discusses development of local industry in relation to natural and human resources of area	Local businessmen, farmers, etc.	Exhibit products grown or developed by local industry

RELEVANCE

The World of Work has enough solid substance to allow a leader to explore almost any occupation at any grade level with any teacher. A few specific activities are presented within three groupings: primary, intermediate, and upper levels.

More activities are available, many perhaps better suited to local needs, but since we're merely trying to give imaginations a place to begin, the following have very visible objectives and outcomes. *We feel that our suggested activities have these built-in.* However, should people desire to look at objectives and outcomes separately, you may wish to explore that approach briefly. Perhaps your development of these or other activities will be enhanced by close attention to objectives and outcomes.

In the activities that follow *the use of interviewing skills is an integral part of the process.*

A developmental program, founded upon basic understandings of how children learn, requires early instruction, much praise and practice, and continued attention to the progress and achievement of each individual learner. Career(s) development can be fostered through continuous attention to the growth needs and interests of each child.

PRIMARY LEVEL ACTIVITIES

Students can:

1. describe their parents' jobs and tell where they work. (Teacher-made experience charts with questions such as: "What does your father, mother do? Where does he work? How does he get there? Does he work by himself? What does he do in his job?" help develop language skills.)

2. put together a bulletin board or collage from pictures of their parents' occupations. (If no pictures are available, have students draw what they believe goes on.)

3. roleplay occupations in the classroom. (Use hats and costumes as small props and act out various jobs.)

4. discuss their jobs in the home. (What role does the job play in the family? What jobs would the child like to do? What do they perceive as "work" as opposed to "play"?)

5. tour school and discuss jobs performed by school personnel.

6. make a mural about the community. Include such places as the supermarket, laundry, post office, etc. (Children can cut out pictures from magazines or use actual photos of people they know.)

7. make a diorama of parts of the city or town that hold interest for them. Discuss what people do there. (Arraage coffee hours for parents to see and hear what their children are learning.)

8. seek out easily accessible "workers" to share their talent and experiences. (Select some adults that children may not usually see. Try to have them realize the variety of occupational roles.)

9. discuss "*What I Would Like To Be*" and review reasons. (Introduce the idea that they will have to plan their studies for a career.)

10. cut out pictures of people at work from magazines and newspapers. They may then act out favorite occupations. (Pantomine and puppetry are favorites of young children. This might be a good activity to weave in the idea that people may have to change their occupations during their work life.)

11. visit several places where people work by taking walking tours in the school neighborhood. (Frequent visits will build familiarity with adults and call attention to features of the work they do. You can ask, "How did they get where they are?" to stimulate thinking about the children's futures.)

12. identify and discuss jobs men do, jobs women do, and why certain jobs appear suited more to a particular sex. (See what you can do with equal employment based on sex.)

13. write about any or all of the above activities in picture stories, booklets, class newspapers, etc. (Share these with other classes and parents.)

INTERMEDIATE LEVEL ACTIVITIES

Learning is cumulative. Rarely do we have to start our instruction from a foundation of complete ignorance If teachers know of and can build from primary activities, their programs will probably be more effective. Every one of the activities presented earlier can be deepened and enlarged at the intermediate level. Reinforcement can allow the child to relive and reflect upon his experience and values.

Mere repetition may be boring and turn children off. However, attitudes may have changed because of increasing maturity. Parents may have changed their jobs. Teachers may have accepted new ideas for their instructional goals With this in mind, the following activities may awaken interest and move away from routinized procedures.

Students can:

1. make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)

2. analyze newspaper ads for discussion of jobs available for men and women. (Discuss "tradition" and new social trends.)

3. plan a hobby show and follow it with a discussion of related occupations. (The presence of adults would bring out the show's credibility.)

4. read through the *Yellow Pages* to seek out the many different types of jobs available in the community. (Interview a personnel director.)

5. write "What I Want To Be When I Grow Up". (Discuss the features of occupations that appeal to children.)

6. fill out an appropriate Interest Inventory. (Discuss the features of occupations that appeal to children.)

7. play "What's My Line" game with "real" adults or make believe roles. (Discuss the values expressed by the children after the game.)

8. express in writing their own assessment of their abilities and their hopes for potential success as an adult worker. (Include in student's cumulative folder. Be sure no one item stereotypes the child.)

9. use Career Kits to research jobs of interest. Interview appropriate community talent to further investigations. (Introduce career planning of school studies to be chosen in higher grades.)

10. write open-ended compositions about what they like to do for work and play. (Discuss what influences acted upon individuals and why. Build verbalizations of the concepts "work" and "play".)

11. make a bulletin board showing all the people who work in a dentist's office - dentist, dental hygienist, dental assistant, dental laboratory technician, etc. (Discuss workers interacting to accomplish specific tasks.)

12. make a bulletin board display showing all the different places where cooks might work: schools, restaurants, factories, motels, hotels, dormitories, etc. (Discuss mobility of certain occupations.)

13. exhibit various kinds of hardware (doorstops, hinges, doorknobs, drawer pulls) that carpenters have to install. (Discuss versatility of work *within* an occupation.)

UPPER LEVEL ACTIVITIES

By the time a child is twelve he should be able to know how to find out information about the world in which he lives. Concern for the World of Work is natural and if the school has been providing direct experiences with community talent and resources, the child should have a background of knowledge about many occupations.

His skills of inquiry will depend, in part, upon his motivation, but then the converse is true, too. His eagerness to learn more will be greatly influenced by his mastery of inquiry skills.

At this level recording, analyzing, synthesizing, and evaluating can be emphasized. Also, increased use of tape recorders, cameras, and slide projectors can aid in the processing of pertinent information and the presentation of reports.

Relating school studies to life-centered activities in the community is an important goal for children this age. High school students who have to be convinced that school studies are relevant to their lives make reluctant scholars. The groundwork has to be prepared at the elementary levels.

Concern for relevance should start as soon as the first lesson of formal schooling begins. Every teacher has to be alert to what can be gained - and what can be lost.

It may seem obvious to say that children can do more at this age, but active, doing children need competent leadership as life in the classroom beoomes more complex and closer to adult roles. As interest and effort become stronger, so must the teacher's planning and talent as a *person-performer*.

Students can:

1. discuss the concept of retraining and its implications for new programs in the public school. (Who is to finance them? Interview the school business manager.)

2. discuss psychological needs with attention to why people work. (Comparison with authentic interviews would be valuable.)

3. share in-school and out-of-school work experiences. (Class newspapers or radio shows could be the vehicle for large group sharing.)

4. plan, implement, and analyze money-making activities. (Descriptive records would help the children see how they're learning as well as what.)

5. interview someone whose job they admire. *(Discussion about "significant people" can lead to great expressions of personal value systems.* Precede this activity with an interview. Follow with oral or written reports and class discussion.)

6. prepare a slide program on community resources. Show to the PTA or local service clubs. (Analyze the school's public relations program. What should the schools present to the public?)

7. write articles for the class or school newspaper. (Expect children to deal with relevant problems as well as historical issues. Develop themes which help academic-minded parents see the scholarly efforts of their youngsters.)

8. organize a World of Work Fair for the entire school. Invite another class from a culturally different environment to share the day. (Set up a lay advisory committee to help the project. Invite the local Chamber of Commerce.)

9. read a selection from literature that describes the work a person does and his feelings about it. (Contrast the author's perceptions and attitudes with those of the children. Make a chart comparing labor and materials of different cultures. Compare past to modern day methods.

10. read and review job applications. (What features are noted? Interview a personnel director of a local business or industry to find out about employment needs and trends.)

11. seek out printed interviews (or listen to interviews on TV) and critically evaluate the interviewing skills utilized. (Prepare a team of "experts" to teach interviewing skills to primary children.)

12. make a survey of interesting jobs in the community and start a resource file of available speakers for future classes. (Involve the Learning Center Director and local service clubs.)

13. participate in mixed panels of children and adults to examine cultural values and the World of Work. (Set up these "shows" for the school assemblies.)

14. construct a model community illustrating interdependence of work roles. (The Learning (Resource) Center could be transformed into the model. The "city planners" could explain their thoughts through school-wide media.)

HUMANITIES IN THE CURRICULUM

Some will be concerned with "freedom," "the open school," and the "needs of the child." Such emotionally laden words, phrases, and slogans may be flagged about vigorously. The following may be helpful in explaining the thrust of the career education movement *as we see it.*

PEOPLE HAVE CAREERS. THE WORLD OF WORK HAS OCCUPATIONS.

Children need to come into contact with people because the world of work is too abstract for the child to grasp. People and their occupations can be brought within the child's reach by providing interaction between the child and working adults. Career education is a humanizing program because it brings the child into contact with a wide variety of active adult human beings.

If some are still concerned with humanizing the learning place, these concepts may be helpful.

-Whereas traditional education encourages student dependency in finishing tasks, career education encourages students to be responsible for certain activities.
-Whereas traditional education causes children to be self-centered, career education fosters interdependence among peers.
-Whereas traditional education causes power struggles between the student and teacher, career education encourages cooperative planning.
-Whereas the instructional process of traditional education is book centered, career education focuses upon firsthand experiences.
-Whereas learning activities are high in abstraction and low in action for traditional education, career education provides a balance.
-Whereas traditional education has emphasized past historical content, career education focuses on the here and now, and implications for the future
-Whereas traditional education focuses on group norms in instructional methods, career education centers on individual performance.
-Whereas reinforcement of learning focuses on abstract skills in traditional education, career education focuses on learning by doing.

If your antagonists are anti-establishment, anti-structure, or as sometimes happens anti-adult, ask them to tell their most effective instructional activity so that the group can learn from them. *Emphasize that you are not against the development of self-actualizing people*, but that your work at the moment is conveying information so that teachers can build plans.

Do not impose or attack any one structure for teaching, but do insist that effective planning usually leads to more effective educational experiencing. Emphasize intelligent attention to details *before* they

are needed. Convey the attitude that *advance work is necessary for teachable moments to lead on to continued learning and successful social activities.*

If you feel you are dealing with negativism, do not argue. Move thinking toward your concern for the developing self-image of the child and how the ecology of the educational environment can prepare effectively for that process to take place.

A life-centered approach appeals to a wide variety of humanistic concerns. Early in your relationship with the group establish your expertise in planning, implementing, and evaluating activities which emphasize *doing*, *expressing*, and *sharing*. Become the most effective humanist in the group as early as you can.

VISIBILITY OF PERFORMANCE

VISIBILITY

One of the most important things to convey to the teachers is that they have dignity. Our approach to career education relies upon the performance of the teacher, so we want to praise them in advance for the good work we know they will do. This positive attitude will yield a more productive and cooperative teacher.

If the school is to be a "living theater," career education can be the play. The teachers can be the performing artists.

Point out that our approach lends visibility to instructional programs in two very important ways. Through use of such materials as cameras and tape recorders, children have visible records of their progress in school. These records reinforce the learner and motivate him to seek out similar experiences in the future.

The cameras and other audio-visual aids also provide a visual record of the teacher's work for both parents and school administrators. A successful instructional program needs to be shared.

Local resources will suggest the means and ends of your display products. Obviously, if several cameras are available and your talent enables you to manipulate these effectively, you work may be picture-oriented. Each person sees as his own mind's eye allows. However, some displays require very little technical equipment and, as you look over your instructional program, you'll be able to draw out bits and pieces that will fit together. A coordinated assembly of student products is not a difficult task. (Of course, it is helpful if the teacher could have the sketch of a display in her initial plan. Ah! How to get that sketch in the mind's eye -- that's the secret, isn't it?)

Open houses for parents, exhibits for grade level meetings, and other occasions when the work of the teacher is called for, can all be made more vivid with materials that elicit multi-sensory responses. For example, children's work that is important to ABLE Model Program and is also appealing to lay individuals includes:

stories and pictures about visits with talent
or about field trips
letters to parents by students
experience charts
spelling papers
taped interviews
compositions
folders

Projects that involve group cooperation and a sharing of thinking would include:

picture-story "TV" presentation or chart
reporting or explanations of work
exhibits
dioramas
mobiles
plays

Other materials that will help illustrate the work of the teacher are:

comments of parents and community members on academic performance
letters written by visiting talent and parents
letters to parents by teachers
collages and montages
lesson plans
flow charts

VI

QUESTIONS AND ANSWERS

Preparing for questions such as these will give you increased self-confidence for handling active interactions which are at the heart of every group discussion.

1. *How should I start this program?*

   We suggest you make up a plan for a short period of time using a specific resource with which you are familiar. Start with an idea comfortable to you and an outside guest speaker (talent) with whom you can freely communicate. In your plan accentuate the language skills which may be learned and try to highlight important elements of this person's work and life. Build in a simple evaluation device such as letters written by your children to their parents about the speaker. Carefully examine your feelings about the attitudes that were developed as well as your thoughts about academic performance of your children. Talk to a few colleagues about what you did.

2. *What should I do with my present curriculum which stresses sequential subjects?*

   Life comes first. A combining of the interests of your children, resources of your community, and your judgment of what your children need to learn *is* your curriculum. Curriculum guides which lay out sequence and scope should be used as benchmarks, but not as day-to-day teaching guides. Sequence begins and ends with individual learners. Subjects become alive when content becomes portrayed through the actions of people. A people-centered curriculum may not have neat categories and master time schedules, but it should hold great generative power for the introduction and integration of worthwhile academic subject matter.

3. *How should I use my current textbooks and workbooks?*

All materials should serve the purpose of increasing learning potential of children. There are many magnificent stories and exercises in standard text materials. There's also much that can be ignored because it is not relevant to your particular needs at the time. Our approach pulls the teacher away from being an assistant to the textbook and forces one to plan in terms of "doing" activities. We feel there's nothing special about the printed word as published in a text. The real world offers much printed matter, visual imagery, and direct experience that is wholesome and significant, too.

4. *How can I find out what the children are learning? Can you see the development of attitudes?*

Children's performance can be ascertained by arranging many opportunities for them to display what they can do. Oral and written reports, roleplaying situations, graphic representations, and other visible means by which specific behaviors are highlighted can provide opportunity for self-evaluation by students as well as evaluation by the teacher. Attitudes are inferred from actions. Writing about or acting out attitudes can provide evidence for even an unskilled observer. A child's self-image can be a reliable indicator of what is being taught.

5. *How time consuming is this approach? What about skill development?*

We suggest one small step at a time. Some teachers can integrate many subject areas and skills into one unifying experience. Other teachers need to plan specific times when they do one thing well. If a skill should be taught, then the activity of the class should be such that an evaluation of that skill is easily obtained. Organizing activities, skills, and content around the World of Work should allow for *more* free time to be used by children for expressive

activities because their learning energies will be related to meaningful real-life situations. They will produce higher quality work. Those who need to cover specific curriculum areas in particular time allotments will find their subjects may blend and create "free space" for discussion and review.

6. *How can I get administrative support for this approach?*

Two ways of gaining support can be tried at once. The first one looks positively at the latent wealth residing in the immediate school community (especially the power potential residing in parents of children in your class). Showing the results of an inventory you have taken of occupations, travels, hobbies, and other interests confronts your educational leader with substantial evidence of what might be done. A few simple, yet practical plans for involvement with people outside of school would demonstrate your interest and expertise. The second approach is to point out deficiencies in present student achievement, then suggest increased motivation for learning will come through people-centered activities. Children who identify with real people and see meaning in their studies usually progress further along the academic ladder. (Of course, your children could begin their studies of the World of Work by interviewing the "boss.")

7. *How should I explain to parents what we're studying as we become involved in the World of Work?*

Let the child do the work. Have the children write, speak, and draw to explain as best they can their feelings and thoughts. Parents love to see their children's work. Even if the child is trying and there is little evidence of successful accomplishment at this point, parents will appreciate being informed about the nature of the instructional program and the objective to be attained. Of course, those parents who become involved by participating directly in interviewing and field trip experiences of the class will speak naturally and

excitedly about their involvement in their children's education. Your school's public relation program can capitalize on the positive force which you have created. Pictures and stories in the local paper do much to introduce and reinforce your life-centered approach to education. Open houses and other such group activities add to the morale and spirit of the class . . . and parents.

8. *Which speakers are appropriate for my class? Should I start with the parents of my students? If so, what should I ask them to do? How can I prepare the children for the outside talent?*

If you have thought through specific behavioral goals for your children, you should be able to center on particular community people who could help you in your work. You may decide to begin with a person working in the bank because you want to develop mathematical skills or an understanding of our economic system. On the other hand, you may wish to begin with a trip to a supermarket because of the interest that will be aroused in foods or consumer education. You might want to use a field trip as a diagnostic tool to better understand your students. Then again, you might decide to build a program of parent visitation so that the "community" of your classroom is enhanced. Our suggestions are to encourage face-to-face discussion about authentic work experience, displaying tools, uniforms and so forth. Children should see that the world around them and their academic studies are related. (See the brochure *Interviewing: A Basic Instrument Of Inquiry* for specific help for preparing children for outside talent.)

9. *Which field trips will be best?*

Children can't make sense of everything they encounter. Some places in the community are dangerous to children. Some places in the community have little to offer because the children are not able to get behind the scenes. Some places in the community are too sophisticated for young minds. Each

teacher has to determine the potential of each field trip and weigh the direct experience against what could be gained by reading, telephoning, or other such means. Classic field trips such as a visit to the fire station can become more significant as children learn interviewing skills and become more independent in their quest for knowledge. Generally speaking, field trips to exotic places far away from the school and field trips which require extensive pre-planning are not worth the trouble they take. Frequent, short local visitations are preferable to one big, drawn-out day.

10. *How can I relate these ideas to my present curriculum?*

Content is related to people and their daily lives. By involving children with authentic career situations, the teacher can demonstrate the relevance of learning skills to the occupation. The child will soon see the relationship between baking and knowing fractions.

11. *Why the big push for Career Education?*

The lives of people are important. What a person has done (been), what a person wished to do, and what a person plans to do with his energies are worthy for communication. We see career education in the elementary school helping children to do more to plan their lives by bringing them in contact with credible people. Also, Dr. Sidney Marland, U.S. Commissioner of Education, has stated that current offerings of our schools are not meeting the needs of all children. Many children finish high school or even college with no idea of what work they will do. According to him, this failure of the schools has caused a search for new approaches to solve this problem.

VII

MATERIALS AND SERVICES FROM ABLE

Our research and development project has developed several aids for educational leaders introducing career education to teachers. We have the following programs:

1) A 18 minute sound/slide program explaining our mission in general terms. Key concepts are introduced on the narration, and slides depict teachers and children in a variety of settings. The program and automated equipment are housed at project headquarters.

2) A 12 minute 16mm sound color film *Career Education: What Can An ABLE Teacher Do?* explaining the work of teaching as seen through the eyes of a graduating senior. A student at Northern Illinois University discusses her perceptions of expectations and accomplishments. Order this from the NIU Film Library. One master copy is kept at project headquarters.

We have these publications also:

1. *IMPLEMENTING CAREER EDUCATION THROUGH ABLE MODEL PROGRAM* (19 page introduction, including a section on interviewing)

2. *CAREER EDUCATION THROUGH WORLD OF WORK RESOURCES* (160 page resource guide - replaces *For Those*

Developing World of Work Resource Units For Elementary School Teachers)

Many sections within the resource guide have been used as separate hand-outs and can be made available upon request. (Skill areas are in special demand.)

Bibliographies, reproduced articles, letters, and other materials are available. Tape cassettes of children's performance, teacher testimonials, slides, displays, pictures, videotapes, and 8mm films of activities can also be utilized if a specific purpose needs to be served.

Fold-out panel displays can be utilized to present key concepts or to allow a flow chart of the teacher's work to be more visible. Leather portfolios are available for the transportation of displays.

Our project has two stand-up screens, two table top screens, two slide projectors, two 8mm projectors, and two tape recorders that can be used for the sound/slide presentation. Videotape equipment and 16mm projectors have to be obtained from outside sources.

Our newsletter *CABLE* can be given as a hand-out and/or mailed to interested parties. We expect it to be suggested as a model of what a school system should do for itself.

Our "loan" equipment should not be promised indiscriminately. Our efforts will have to be coordinated because supplies are limited. The following

have been in use since September 1970 and may be helpful in getting teachers to try out new ventures:

1. Polaroid Cameras
2. Instamatic Cameras (Slides)
3. Super 8mm Movie Cameras
4. Tape Cassette Recorders

Other types of cameras and videotape equipment are available from project headquarters, or NIU, but should be employed only for specific purposes.

We can furnish reel tapes, tape cassettes, polaroid film, film for slides, super 8mm movie film, and film processing. In a few cases, we can offer to transcribe tape cassettes, edit manuscripts, and/or produce specialized brochures and slide programs.

Clinical and consultant service is available for undergraduate and graduate students, teachers, counselors, curriculum developers, and administrators, Illinois residents may call us collect.

VIII

ARRANGING FOR A CONTINUING IN-SERVICE PROGRAM

Some school districts will be willing to commit themselves to an organized plan of renewal activities. The following outlines will be helpful in establishing direction towards a *teacher-oriented* approach. They were guidelines for the workshop held at N.I.U. summer session 1972.

The workshop is designed for educational workers implementing career education activities and programs in K-8 settings.

In cooperation with ABLE Model Program (authentic, basic,life-centered education), a project of the Division of Vocational Technical Education, State of Illinois, Northern Illinois University is offering a Career Education Workshop for teachers, curriculum directors, and school administrators. The workshop has been designed to help teachers:

1. plan and implement activities to relate curriculum content to the developing self-image of the child.
2. humanize the World of Work to help children relate people and their activities.
3. utilize existing resources to increase contact with adults and provide credible occupational information.
4. guide children in using an interview approach to learn inquiry skills.

5. involve parents and foster the development of social and academic skills within the regular instructional program.

The program will help curriculum developers and administrators:

1. provide focus for:
   a. who should be in a Career Education program.
   b. how Career Education should be related to present instructional programs.
   c. what resources are needed for implementation.
   d. what talent has to be developed.
   e. how teachers can learn skills to plan and implement Career Education activities.
   f. how Career Education programs can be evaluated.

2. illustrate how talent and resources can be effectively utilized within ongoing curricular activities.

3. suggest practical examples of how teachers can implement classroom and school activities.

4. plan to meet local needs.

Before proceeding very far in discussing long-range in-service activities, find out how local programs were regularly conducted and what local administrators and teachers felt was most effective. Do not plan a program *for* a school district, unless absolutely necessary. Work *with* local people, suggest alternatives, and try to have them bear the responsibilities (and rewards) as professional partners. (Refer to outline in Section II.)

A relationship between consultant and local participants can be open and unstructured leaving everything to interest, or it can be part of a carefully constructed plan to fix accountability and develop more effective performance from all educational

workers. ABLE staff have worked in a variety of settings and have been helpful all along the continuum. We have found that building enthusiasm and interest is wholesome and personally enjoyable, but the one-shot shotgun treatment often results in mere winks and tickles.

Work for commitment and organization. A serious plan for organized renewal activities over an extended period of time can generate individual enthusiasm and also provide the necessary social setting in which individual educational workers can find professional support.

The following elements can be employed to focus teacher performance and allow instructional support systems to be of more specific help to the development of a career education program. Each item can be regarded as a separate discussion topic. Each item is within easy reach.

The package of items can be discussed as a potential "contract" that each teacher may "negotiate" with his team or administrator, but under no circumstances should a career education leader suggest that merit (or tenure) be awarded or withheld as a result of performance in relation to this plan.

The elements are focusing concepts, not ingredients for a measurable formula. The "contract" approach should be discussed as you would a unit or any other instructional approach to intelligent teaching.

Given the freedom to make their own decisions, teachers may attend to the following areas responsibly:

1. The person-in-the-occupation. (What adults will be used?)

2. An academic area. (Which subject objectives will be highlighted?)

3. Visibility. (How will the instructional process be pictured to others?)

4. Parent communication. (How will parents be informed and involved?)

5. Management. (How will each child be involved?)

6. An end product. (What performance can be shared?)

Tangible items are needed for a structure. To avoid amorphous teaching (in the elementary school classroom or in the workshop setting) definite elements of the instructional process need to be identified, clarified, and planned. The above items should build a foundation of security and structure. They should give educational workers a firm place to stand.